Biennial Reports
Data to be Submitted

Professional Services Division

June 15, 2006

The purpose of this item is to support a discussion on the specific data to be included as part of the proposed Biennial Reports.

Questions for the group to consider:

- Should the Commission Accreditation System require common data elements from all institutions?
- What data might be common and/or available across all programs?

    -Employment rate of graduates/credential holders

    -Retention rate of graduates/credential holders

    -Credential holder/graduate report on efficacy of program after one year in the job

    -Immediate supervisor's report on efficacy of the credential holder after the first semester or a full year

    -Supervisor's information on whether tenure or permanency was offered by the employer.

- Who will review the reports?
- What is the COA's role with the reports?

Supporting Documents:
1. Sharon Robison's comments
2. Draft Biennial Report
3. Information about NCATE Program Review
4. NCATE Standard 1

Sharon Robison is unable to attend the June 15th meeting and asked that her comments be included in the agenda:

I regret that I have a conflict and cannot attend the June 15 meeting on accreditation. There are several views that I would like to have the group consider:

*1. **Use of data to determine the success of a preparation program.***

I know that we are in our infancy in developing data to determine the efficacy of a prep. program, however, I believe that it is of vital important that there be at least 3-4 data that are common to all programs across the state. Equally important is that they be about the "product" of the program (what candidates can do in the classroom and their impact on students) rather that "inputs."

Some data that might be considered are:
1. The candidates report on their perception of the efficacy of the preparation program after the first semester and full year in the classroom.

2. The immediate supervisor's report on the efficacy of the credential holder after the first semester and full year of teaching. If the supervisor has some student achievement data (e.g. benchmark assessments, etc that can be used, so much the better.)

3. Whether the credential holder is given permanency in a school district after two years of teaching.

4. Of course, the ultimate test is the actual impact that the teacher has on student learning. We are not at the "value added" point in measuring the impact of individual teachers statewide. We want to keep this door open for future consideration.

*2. **Moving forward quickly on accreditation***

As we discussed at the CTC meeting, we cannot wait for two years for programs to gear up for the accreditation process. I concur with the direction of the Commission. The 11 programs that have not had a site visit should be reviewed next year with the 15 programs that have not been reviewed since 1996-1997 following the year after.

If I sent out an email to all of our HR administrators telling them to carefully screen the 25 programs that have neither been site reviewed nor been reviewed since 1996, and the fact that the candidates that they are considering may not be current in their pedagogy, you would see some very concerned employers.

My apologies to the task group for my absence and my thanks to all for the work that has been done on this topic.

Biennial Program Report

Institution_____ _____

Date report is submitted   _____

Date of Last Site Visit   _____

Program documented in this report:

    Name of program_____

    Credential awarded_____

    Is this program offered at more than one site?   Yes   No

      If yes, list sites at which the program is offered:_____

                                            _____

                                            _____

Name of Preparer_____

Phone #_____   **Email**_____

DIRECTIONS

Expectation:
Accreditation examines the extent to which institutions meet state adopted standards of quality and effectiveness. It is expected that institutions are annually, collecting and reviewing information and data on the performance of their candidates at various points – for instance, while enrolled in teacher preparation programs, just prior to completion, and once employed in the field. It is also expected that institutions and programs regularly review and analyze the data collected and use this information to make improvements and adjustments to their programs.

To that end, the program report form includes the following sections:

Note, this report does not need to be a narrative report. Please use charts, table or lists as appropriate.

I. Contextual Information – General information to help reviewers understand the program and the context under which it operates or what has changed significantly since you last submitted a document.   1 page maximum

II. Candidate Assessment/Performance Information – Program submits information on how candidate performance is assessed and an aggregated summary of the data related to these assessments, e.g. TPA, RICA, subject matter competency, portfolios, or observations.

III. Analysis of Candidate Assessment Data – Each program provides an analysis of the information provided in Section II. What strengths and deficiencies (three to five) have been identified through the analysis of the data?   3 page maximum

IV. Use of Assessment Results to Improve Candidate and Program Performance – Program must indicate how faculty uses the data from assessments to improve candidate performance and the program. If modifications are being made to the program, as the modification is described, please indicate the data that support the modification and the appropriate Program and/or Common Standard(s).   2 page maximum

---

V.   Submit ONLY one for all programs offered by an institution or program sponsor:

Institutional Summary and Plan of Action – Institutions must indicate trends observed across the unit or groups of programs. Institutions should identify areas of strength or concern. Identification of next steps is encouraged. **Submit one per institution.**   3 page maximum

---

VI. Feedback (optional)

SECTION I—Contextual Information

General information to help reviewers understand the program and the context under which it operates or what has changed significantly since you last submitted a document. When possible, please include tables or charts.   1 page maximum

_____

SECTION II— Candidate Assessment/Performance Information

Program submits information on how candidate performance is assessed and an aggregated summary of the data related to these assessments, e.g. TPA, RICA, subject matter competency, portfolios, or observations.

a) What are the primary assessment(s) the program uses to collect data on candidate performance? Please identify specific tool(s) used to assess the candidates. Describe the type of data collected and the data collection process. Please include descriptive statistics such as the range, median, mean, % passed, when appropriate.

b) What additional information is collected and analyzed?

_____

SECTION III—Analysis of Candidate Assessment Data

Each program provides an analysis of the information provided in Section II. What strengths and deficiencies (three to five) have been identified through the analysis of the data?
                                                                        3 page maximum

a) What does the analysis of the data demonstrate about candidate competence?

_____

SECTION IV—Use of Assessment Results to Improve
Candidate and Program Performance

Program must indicate how faculty uses the data from assessments to improve candidate performance and the program. If modifications are being made to the program, as the modification is described, please indicate the data that support the modification and the appropriate Program and/or Common Standard(s).   2 page maximum

Data Source	Plan of Action	Standard(s)

_____

SECTION V—Institutional Summary and Plan of Action

Institution or program sponsor indicates trends observed across the unit or groups of programs. Institution should identify areas of strength or concern. Identification of next steps is encouraged. **Submit one per institution.** 3 page maximum

What data is submitted for NCATE folio reviews?

NCATE/SPAs require 5 -8 assessments that cover the following:

- State licensure exams (Content knowledge)
- Content Assessment (Content knowledge)
- Planning Assessment (Professional knowledge skills and dispositions)
- Clinical practice Assessment (Professional knowledge skills and dispositions)
- Student learning Assessment (Candidate impact on student learning)

Describe the assessment, and provide both the assessments and the rubrics

How might the NCATE model look in California?

California Program Sponsors

- State licensure exams—RICA for elementary and special ed.   Single Subject? Other credential areas?
- Content assessment—what can California use? Would TPA Task 1 work?
- Planning assessment (TPA Task 2)
- Clinical practice/student teaching (TPA Task 3)
- Student Learning (TPA Task 4)

Standard 1: Candidate Knowledge, Skills, and Dispositions *(with rubric statements at the acceptable level)*	
Teacher Candidates	*Other School Personnel*
1. Content knowledge for teacher candidates • *Candidates know subject matter* • *Candidates can explain concepts in professional state, and institutional standards* • *Candidates pass state licensing exams at a rate of 80 percent or more*	**2. Content knowledge for other professional school personnel** • *Other school personnel know their fields* • *They can explain concepts in professional, state, and institutional standards* • *Candidates pass state licensing exams at a rate of 80 percent or more*
3. Pedagogical content knowledge for teacher candidates • *Candidate know instructional strategies* • *Candidates can present in clear and meaningful ways* • *Candidates integrate technology*	
4. **Professional and pedagogical knowledge and skills for teacher candidates** • *Candidates apply professional and pedagogical knowledge* • *They consider school, family, and community context* • *They consider prior experiences of students*	*5.* **Professional knowledge and skills for other school personnel** • *Other school personnel have adequate understanding of professional knowledge* • *They know students, families, and communities* • *They use research to improve practice* • *They use technology to improve practice* • *They support student learning*
6. Dispositions for all candidates *Candidates are familiar with expected dispositions* *Dispositions are reflected in their work with students, families, and communities*	
7. Student learning for teacher candidates *Candidates focus on student learning as shown in:* • *Assessments of student learning* • *Use of assessment in instruction* • *Development of meaningful learning experiences*	**8. Student learning for other professional school personnel** *Other school personnel create positive learning environments. They understand:* • *Developmental levels* • *Student, family, and community diversity* • *Policy context in which they work*